# Unit Plan Template

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| **Unit Author** | | | | | | |
| First and Last Name | | | | | Theresa Shankland | |
| School District | | | | | Wittenberg-Birnamwood School District | |
| School Name | | | | | Wittenberg Elementary School | |
| School City, State | | | | | Wittenberg, WI | |
| **Unit Overview** | | | | | | |
| **Unit Title** | | | | | | |
| Fabulous Friends | | | | | | |
| **Unit Summary** | | | | | | |
| Beginning every school year, the students are faced with friendship issues. Often the students do not have the knowledge or skills to problem solve their personal dilemma. Through literature, this unit will equip the student with a better understanding of what a good friend would be and how to be a better friend. Also through this literary unit, the students will gain reading skills.  Students will be placed in reading groups(all books will have the friendship theme) based on their running record assessment. The teacher will start the class with whole group instruction on a specific reading skill and a friendship inquiry each day or throughout the week. Some of the skills the students will work on will be Bloom’s taxonomy, reading strategies, group roles for cooperative learning , story elements, and plotline.  FINAL Friendship project—The students will have to create a fuzzy from yarn. This fuzzy will become their best friend. The student will educate us about his/her fuzzy and why this fuzzy is their best friend. The student will asses what characteristics their best friend possess, and they will do an Animoto video clip on the characteristics this perfect friend would have. The student will present this video clip to the class. | | | | | | |
| **Subject Area** | | | | | | |
| Reading and language | | | | | | |
| **Grade Level** | | | | | | |
| Grade 5 | | | | | | |
| **Approximate Time Needed** | | | | | | |
| Four weeks | | | | | | |
| **Unit Foundation** | | | | | | |
| **Habits of Learning Taxonomy** | | | | | | |
| Passion for learning, self-direction, questioning skills, taking responsibility and risk, listening to others, managing impulsivity, productive habits of the mind, thinking interdependently, learning continuously, apply past knowledge, | | | | | | |
| **Targeted Content Standards and Benchmarks** | | | | | | |
| A4.4 A8.1 use reading strategies (introduction and measuring three strategies)  A4.3 A8.3 read, interpret, analyze (introduction and measureable)  A 4.3 A 8.3 read and discuss literature (introduction and measureable)  A4.4 A8.4 read to acquire information (introduction and measureable)  C4.3 C 8.3 listen to and comprehend oral communications and lead effective discussions (introduction and measureable)  B4.2 B8.2 plan, revice, edit, and publish (measureable)  C8.4 demonstrate self-motivation and increasing responsibility for their learning.  D4.1 D8.1 develop vocabulary, phrases, and idioms | | | | | | |
| **Student Objectives/Learning Outcomes** | | | | | | |
| READING  \*The students will understand the parts of the plotline. (INTRODUCTION)  \*The students will know characteristics found in a healthy friendship.  \*The students will understand Bloom’ taxonomy, and they wiill be able to list the categories of questions.  \*The students will understand connections and visualization and demonstrate use of both. (INTRODUCTION)  \*The students will know what to do when they are stuck, and they will demonstrate this skill.  \*The students will present an oral presentation on what comprises a good friend.  \*The students will present orally (at the FRIENDSHIP SNACK AND SHARE) their simile and metaphor they have written in class.  \*The students will analyze text to draw conclusions, make generalizations, and make connections.(INTRODUCTION)  \*The students will use context clues to understand text. (INTRODUCTION) | | | | | | |
| **Curriculum-Framing Questions** | | | | | | |
|  | | **Essential Question** | | What is a true friend? | | |
|  | | **Unit Questions** | | READING  \*Why is it important to know the story elements in a story?  \*Why is it important to know the themes of a story?  \*How do our questioning skills help us become a better reader?  \*How do reading strategies assist me in being a better reader?  \*How does analyzing text help you make generalizations, connections, and draw conclusions?  \*How does making predictions about the character or plot assist me in my understanding of the text?  FRIENDSHIP  \*How does working cooperatively in a small group benefit all people involved?  \*Why is it important to work cooperatively in a group?  \*How does our character impact our friendships? | | |
|  | | **Content Questions** | | READING  \*What are the story elements?  \*What are Bloom’s categories of questioning?  \*What can you do when you are stuck in reading?  \*What are the themes in our friendship unit?  \*What are the parts of the plotline?  \*What are three reading strategies?  \*What are two literary tools used in literature to make imagery in the reader’s mind?  \*What is the difference between a simile and metaphor?  \*What are the qualities that are important in having a discussion?  FRIENDSHIP  \*What are the roles and jobs of each role in a cooperative group?  \*What are characteristics found in a good friend?  \*What are ways in which I can become a better friend?  \*What are some negative behaviors and qualities of an unhealthy friend?  \*What are some positive behaviors and qualities of a healthy friend?  \*What are ways to stop bullying? | | |
| **Assessment Plan** | | | | | | |
| **Assessment Timeline** | | | | | | |
| |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | |  | |  | | | **Before project work begins** | | **Students work on projects and complete tasks** | | **After project work is completed** | | |  | |  | |  | | |  |  |  |  |  |  | | * Visual ranking the qualities of what comprises a good friend.   \*Seeing reasoning—What makes a good reader  Pre test  \*THINK-PAIR –SHARE What makes a good friend-  \*T- chart positive qualities of a friend  Negative qualitiies of a friend (brainstorming technique—full class)  \*Go over the rubric on the FUZZY PROJECT  \*Go over rubric on oral presentation  \*Go over group rubric  \*Go over journaling rubric  \*Go over poetry rubric | * KWL---WHAT MAKES A GOOD READER? * \*Teach the students how to use a vocabulary journal—make daily entries   \*Go over multi-media rubric. | \*Students will create a FUZZY after the reading of the FUZZY book. This fuzzy will represent who would be a perfect fuzzy friend to them. They will share their fuzzy through an ANIMOTO presentation. A photo will be taken and included in the FUZZY ANIMOTO  \*Students will help create a rubric for the FUZZY PROJECT.  \*Self-evaluation on FUZZY.  \*peer feedback on ANIMOTO  \*Rubric on poetry for the simile and metaphor.   * Discussion group rubric used as formative assessment at least three times. * Students will write a paragraph on what constitutes a good friend.   Formative assessment on paragraph writing  \*Multi-media rubric on anti-bullying presentation | * Journal summative assessments—at least three   DONE ON A WIKI   * Formative assessments on questioning BLOOM | * Group presentation at FRIENDSHIP SNACK AND SHARE. Rubric will be utilized on oral presentation.   SUMMATIVE ASSESS   * SUMMATIVE ASSESSMENT using the VISUAL RANKING TOOL. This was taken in the beginning of the unit, and it will be used once again and the end of the unit. The students will compare the two rankings, and they will be asked to draw conclusions about the two rankings. | * SUMMATIVE ASSESSMENT on group discussion * Summative assessment on cooperative groups * Summative assessment on last journal * Summative assessment on Bloom * Seeing reasoning—What makes a good reader—POST TEST * Think pair share after unit—WHAT MAKES A GOOD FRIEND-- POST UNIT * Self-evaluation on Fuzzy project * Self-evaluation of cooperative group * \*turn in vocabulary journal | | | | | | | | |
| **Assessment Summary** | | | | | | |
| FIRST WEEK  The students will be exposed to the new friendship unit with an initiating activity with all 4th and 5th grade teachers. We will be discussing the reason for the units, the objectives of the unit, and expectations of the unit. There will be a FRIENDSHIP TREE—CAUGHT BEING A FRIEND. This tree activity will be explained to the students. The students who are caught being a good friend (throughout the 4-week period) will have their photo taken and who ever was lucky to have a good friend will write why this person was a good friend to him/her. The photo and explanation will be posted out in the common hallway for all 4th and 5th grade teachers.   * We will have a guest speaker teaching the children about friends and anti-bullying techniques. The students will then create a slideshow on ways to prevent bullying. (with a partner) * Following the presentation there will be a discussion using the following questions: * How can we, as school citizens, make school safer for everyone? * What are some characteristics of people who bully? * What are some techniques to use to stop a bully? * Which ways to stop a bully are safer? * Which ways to stop a bully are riskier? * Which way to stop a bully do you feel most comfortable with at this time? * Which technique have you never used in stopping a bully? * What would you do if your friend was a bully? * How could you help your friend stop being a bully? * Why does a bully, bully? * Who is a trusted person you can go to for help if you are bullied? * Should you report all bullying? * If not, what types of bullying should you not report? * Is bullying, tattling? * What are two of the most important bits of information you take with you after this presentation*.*   Ask students to write down five interesting pieces of information from the presentation and use that information to write in their journals. Following the presentation and the journal, the students will create a very short PowerPoint in partners on ways to stop bullying in the school.  **BUILDING BACKGROUND** The students will brainstorm on characteristics of a good friend…negative and positive, using a T-chart.  **BUILDING BACKGROUND** THINK-Pair-share on what makes a good friend. Following the think, pair, share, and each student will be a VISUAL RANKING OF QUALITIES HE/SHE looks for in a friend. (save for future reference) Following the visual ranking tool, the students will work in pairs to do the SEEING-REASONING TOOL. The students will think of what makes a good reader.  Before instruction begins, the following needs to be in place:   * a class K-W-L will be done and saved for future reference. * Review of prior teaching of the roles of cooperative group members and each function. * Instruction on the group discussion rubric and modeling of an effective discussion group * Requirements of the vocabulary journal (show rubric) * Show the self-assessment tool that will be used often throughout the week * Read the FUZZY book, and have the students collect qualities that important to them in a friendship. Have the students label a back page in their vocabulary journal that would document qualities that they feel important. Everyday remind the students to add to their list, delete, and look the list over. The third week of their unit the student will be creating an ANIMOTO video clip. A photo of their fuzzy will be taken also. * Read the GIVING TREE by Shel Silverstein. RECORD on chart paper the characteristics of the man in the book and the opposite of those particular characteristics.   **SECOND WEEK**  Daily, there will be a reading skill or a friendship skill introduced in whole group. After the whole group instruction, they will use the skill they are taught.  Daily, the students will have a reading assignment in a small group. The determination of the group members will be made by previous running records done by the teacher, which gives each student a reading level.  VOCABULARY JOURNAL. This will be done daily, and it will be collected and graded at the end of the unit. | | | | | | |
| **Visual Ranking Elements** (Complete this section if this tool will be used in the unit) | | | | | | |
| **Visual Ranking Project Name** (For the *Visual Ranking* workspace) | | | | | | |
| The students will ten qualities that friends possess. This will be used at the beginning of the unit, and it will be done once again at the end of the unit | | | | | | |
| **Project Description** (For the *Visual Ranking* workspace) | | | | | | |
| The students will rank the qualities of their friendships that are the most important to them starting with #1 as the MOST important quality in choosing a friend, and #10 rank would be the LEAST important quality to them in choosing a friend with a person. This visual ranking will be done at the beginning of the friendship unit, and it will be conducted at the end of the unit to see if their ranking of their friendship qualities have changed or evolved. | | | | | | |
| **Prompt** (For the *Visual Ranking* workspace) | | | | | | |
| Which characteristics do you most desire in choosing a friend? Move the qualities to the position of ranking that you feel are important to you in choosing a friend. The top quality is the most important quality to you in choosing a friend, and the bottom quality (#10) would be the least important quality to you in choosing a friend. | | | | | | |
| **Sorting List** (For the *Visual Ranking* workspace) | | | | | | |
| Is willing to compromise  Is willing to share  Is a good listener  Has money  Is honest  Is kind or thoughtful  Has self-control  Has good grades  Is good at sports  Has a supportive family | | | | | | |
| **Practice Ranking** (For your future quick reference) | | | | | | |
| Teacher ID: | | | | | | Password: |
| Practice Team ID 1: | | | | | | Password: |
| Practice Team ID 2: | | | | | | Password: |
| **Seeing Reason Elements** (Complete this section if this tool will be used in the unit) | | | | | | |
| **Seeing Reason Project Name** (For the *Seeing Reason* workspace) | | | | | | |
| Radical Reading | | | | | | |
| **Project Description** (For the *Seeing Reason* workspace) | | | | | | |
| There are many factors that cause students to be great readers, and there are many factors that cause students to be poor readers. The students will identify what factors increase a student's reading skills and what factors cause students to have poor reading skills. | | | | | | |
| **Research Question** (For the *Seeing Reason* workspace) | | | | | | |
| Why do some students become very good at reading and other students do not read well? | | | | | | |
| **Practice Map** (For your future quick reference) | | | | | | |
| Practice Team ID: Team1-Team21 | | | | | | Password:Team1-Team21 |
|  | | | | | | |
| **Showing Evidence Elements** (Complete this section if this toolwill be used in the unit) | | | | | | |
| **Showing Evidence Project Name** (For the *Showing Evidence* workspace) | | | | | | |
|  | | | | | | |
| **Project Description** (For the *Showing Evidence* workspace) | | | | | | |
|  | | | | | | |
| **Prompt** (For the *Showing Evidence* workspace) | | | | | | |
|  | | | | | | |
| **Practice Case** (For your future quick reference) | | | | | | |
| Practice Team ID: | | | | | | Password: |
| Reviewing Team ID: | | | | | | Password: |
| **Claims** | | | | | | |
|  | | | | | | |
| **Evidence** | | | | | | |
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| **Unit Details** | | | | | | |
| **Prerequisite Skills** | | | | | | |
| Basic keyboarding skills  Basic listening skills  Basic Powerpoint skills  Knowledge of K-W-L  Basic word processing skills | | | | | | |
| **Instructional Procedures** | | | | | | |
| See attachment for four week plan | | | | | | |
| **Accommodations for Differentiated Instruction** | | | | | | |
|  | **Resource Student** | | \*Reading levels will be based on students’ needs.  \*Those who have difficulties with assignments, there will be a reduction of the assignment.  \*Grouping will be based on reading levels, but if there are behavioral concerns, grouping may be changed.  \*All modalities (visual, auditory, kinesthetic, etc.) will be used, as there will be a diversity of learning modes.  \*Graphics will be created whenever possible to aid in understanding. | | | |
|  | **Nonnative English Speaker** | | \*Students will be given extra time if needed.  \*Graphics organizers and visual images will be used whenever possible.  \*Requirements will be reduced.  \* Peer mentors will be established.  \*Extra tutoring will be utilized-either a teacher or a teachers’ aide.  \*A journal will be attempted, but if there are difficulties, an oral interview will be given.  \*Reading levels will be assessed, and the child will be reading on his/her appropriate level.  \*A dictionary of key words used in the unit will be implement along with any visuals when possible of the key elements and key words.  \*Drawings of all (or what is suitable) vocabulary words will be done.  \*Tests or assessments will be modified. | | | |
|  | **Gifted Student** | | \*The gifted student will be reading on his/her level as based on the running records. \*Requirements will include a greater in-depth study of what we are doing.  \*Students will also have their spelling integrated through this unit.  \* IF the student discovers something he/she would like to independently study, he/she will be given the choice provided the objectives are in the current unit of study. | | | |
| **Materials and Resources Required For Unit** | | | | | | |

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| **Printed Materials** | 1. copies of all assessments 2. leveled books based on required groups needing to be established by running record tests 3. vocabulary journals 4. FUZZY book 5. GIVING TREE by Shel Silverstein 6. chart paper |
| **Supplies** | 1. yarn for fuzzies. 2. eyes of fuzzies 3. other creative craft objects to enhance the fuzzies such as pipe cleaners, small noses (balls) |
| **Technology -Hardware** | * computer for each student * digital camera to take photo of personal fuzzy * Internet connection to conduct VISUAL RANK AND SEE/REASON * d.v.d. player for guest speaker * presentation equipment (screen, computer, and LCD) |
| **Technology -Software** | * Microsoft Word * Power Point * Internet browser |
| **Internet Resources** | * [www.animoto.com](http://www.animoto.com) (for fuzzy presentation) * [www.worditout.com](http://www.worditout.com) (to check their word choice on their paragraph) * [www.wordle.com](http://www.wordle.com) (to check their word choice on their paragraph) * [www.lexipedia.com](http://www.lexipedia.com) (to check their word choice in their friendship paragraph) * [www.intel.com/education/teachers](http://www.intel.com/education/teachers) |
| **Other Resources** | * Other fourth and fifth grade students for the FRIENDSHIP SNACK AND SHARE * Senior Citizens—local community center—The students will share their simile and metaphor (first oral speaking event of the year * YWCA speaker—Ruth Szama—Anti-bullying presenter |

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